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CONTINUATION AND SUMMER SCH



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REPORT OF THE SUMMER SCHOOL FOR TEACHERS IN STATE-AIDED CONTINUATION SCHOOLS

By FREDERICK AMES COATES

Under the leadership of M. Norcross Stratton, co-ordinating Agent for Teacher-training and Supervision, the Vocational Division of the Massachusetts Department of Education conducted a summer course for continuation school teachers of the State at the Fitchburg Normal School, beginning July 9. Though attendance was not mandatory, as has been the case with previous conferences of similar nature held in this State, the enrolment was in excess of one hundred eighty. Practically all the continuation schools in Massachusetts were represented; a majority of them by their directors, and some by their entire faculties. Quite as impressive as the number was the enthusiastic professional earnestness shown by those in attendance.

Mr. Robert O. Small, Director of the Division of Vocational Education, conducted the conference for directors, at which the tendencies, policies, and administrative problems were

Knowledge and timber shouldn't
be much used till they are seasoned.

Holmes.

* * * *

No reward is comparable to the inward assurance that you have done your best.—*Selected.*

* * * *

Unless you put the best of yourself into what you do, your character will deteriorate.—*Selected.*

made the basis for discussion and exchange of experiences.

The women's classes were under the supervision of Miss Anna A. Kloss, Agent for Teacher-training in household arts and continuation schools for Girls.

The Fitchburg institution, of all the normal schools in the State, is most admirably adapted for a conference of this sort, owing to the facilities which its shops offer for industrial work. These facilities made possible the planning and carrying out of various shop projects, of the type which are actually being used in continuation schools. Under the competent supervision and direction of several agents of the Division of Vocational Education, who possess the advantage of having observed and compared the work being carried on in the various cities of the State, this shop work proved of inestimable value.

The projects which were thus put into tangible shape in the shops, were carried on simultaneously in the divisions for non-vocational teachers, where the related work of each project was made the subject of analysis, discussion, and planning. The work thus constituted an actual cross-section of continuation school practice.

The theory of "immediate values" which constitutes the valid basis for the instruction of continuation school pupils, was at Fitchburg applied to their instructors. It was felt that experimental stage of part-time education has been left behind in this State; so emphasis was placed, throughout, on the concrete rather than on the

merely theoretical. In both the shop and non-vocational divisions, a portion of each day was devoted to practice teaching, each lesson, after presentation, being the subject of discussion and constructive criticism on the part of the "class". Descriptions and specimens of especially good work done in the past year, by some of the schools, were also made available for examination and comparison.

No attempt was made in any of the divisions to differentiate sharply between formal "subjects". It was emphasized that the pupil and not the subject is the determining factor of a continuation school lesson.

Not the least valuable part of the program was the course conducted by Mr. I. S. Noall, Agent of the Federal Board for Vocational Education, who made available, in a series of pleasantly informal discussions, his extensive knowledge of part-time school conditions and methods in other sections of the country.

Though several courses, like Mr. Noall's, were open to all the teachers programs were organized under separate classifications for the following groups: directors; non-vocational instructors; shop instructors; candidates for positions as non-vocational instructors not yet employed; unemployed shop instructors (men); household arts instructors; unemployed non-vocational instructors; day household arts instructors; evening practical arts instructors (women). The two last mentioned groups, though not parts of the continuation school system, were able because of the simi-

larity of their work and problems to pursue much the same courses of study, though special programs were maintained for them.

Physical and recreational activities suitable for continuation school use were demonstrated by a competent instructor. The supervisor of agricultural education for the state opened up the possibilities for this type of work in continuation schools, and illustrated them with references to two schools which have already carried on successful experiments along this line.

Principal Parkinson, Director Anthony and the faculty of the Fitchburg Normal School extended the full privileges of the institution to the Continuation School division. These privileges included a number of diverting and enjoyable social affairs, among which were a dance, an outing at Whalom Lake, and a mock athletic contest and singout.

The course for continuation school directors was of one week's duration; those for experienced continuation school teachers of two weeks; and the classes for new teachers expecting to enter the schools extended over four weeks.

The faculty of the courses included:

ROBERT O. SMALL, Director, Division of Vocational Education — Course in Aims, Philosophy and Special Problems of the Continuation School.

IRVING S. NOALL, Agent, Federal Board for Vocational Education — Part-time Education from National Viewpoint.

M. NORCROSS STRATTON, Co-ordinating Agent, Department of Education —

Methods of Teaching and Supervision Factors.

DANIEL H. SHAY, Assistant Agent — Shop Analysis and Methods of Teaching.

JOHN I. LUSK, Assistant Agent — Related Work, Lesson Planning and Methods of Teaching for Classroom Teachers.

MARK A. BARNEY, Supervision Agent — Shop Methods.

W. B. ANTHONY, Director, Practical Arts Department, Fitchburg Normal School — Special Methods in Teaching.

E. J. SCHULTE — Physical Education.

CLARKE H. MORRILL — Household Mechanics and Sheet Metal.

CHARLES E. AKELEY — Woodfinishing.

LAWRENCE E. LANDAHL — Woodworking.

FRANK S. LIVERMORE — Printing.

CHARLES B. MCLEAN — Mechanical Drawing.

MISS ANNA A. KLOSS, AGNES C. EARLY, and CAROLINE E. NOURSE — Methods and Unit Courses of Instruction for Home-making Teachers in Continuation Schools and One-teacher schools.

MISS ANNA A. KLOSS, AGNES C. EARLY, and SARAH CUMMINGS — Methods and Unit Courses of Instruction for Academic Teachers in Continuation Schools and One-teacher Schools.

DR. FREDIKA MOORE — Selection of Hygiene Content and Methods of Teaching Hygiene in Vocational and Continuation Schools. Also Special Work in Nurses Conference, July 16-27.

MISS ANNA A. KLOSS and ESTHER M. Downing — Administration and Content — Day Household Arts Schools and Departments.

EDNA M. STURTEVANT — Methods of Teaching in Vocational Schools.

MISS AGNES C. EARLY — Methods of Teaching.

MISS CAROLINE E. NOURSE — Dressmaking.

MISS JULIA STONE — Millinery.

MISS MADELINE WAYNE — Nursing.

DR. FREDIKA MOORE — Nursing.

Life should consist of doing, not merely being.

A FORMER STUDENT PUSHING EDUCATIONAL WORK

From "PRINTING"

The subject of education was the foremost topic of discussion at the U. T. A. convention held in Toronto last October. The Central Pennsylvania Typothetæ was among the first of the local typothetæ organizations in the country to organize and put into effect the educational activities along the lines as suggested by the U. T. A. Department of Education.

The educational program of the Central Pennsylvania Typothetæ is under the supervision of James E. Gaffney, educational director, formerly instructor of printing in the Atlantic City, N. J. Vocational School. Besides having charge of the apprenticeship courses Mr. Gaffney also acts as instructor in the extension courses. At the present time his classes in estimating are nearing the completion of this course.

Mr. Gaffney received his early education in the public schools of Leominster, Mass., graduating from the high school of that city in 1905 with honors. The demands for industrial education necessitated the organization of teacher training courses for practical men in the different trades. Fitchburg, Mass., State Normal School was one of the first institutions in the country to provide a two-year course to meet this need. Seven men, including Mr. Gaffney, constituted the first class to be graduated from this course in 1912.

In September of that year he instituted the course of printing in the public schools of Atlantic City N. J., and was head of that department for nine years. From a limited equipment and a few students the printing department of the vocational school increased in the number of students and amount of equipment while it was under his supervision. It had the enviable reputation of having one of the best equipped and most popular courses of any

vocational school print shop in the State of New Jersey.

Mr. Gaffney has always taken an active interest in all educational matters, and was instrumental in organizing the National Association of Printing Teachers and the Vocational and Arts Association of New Jersey. He has been a member of the executive council of the first organization for the past two years and secretary of the Vocational and Arts Association for the past five years. He is also a member of the National Educational Association and the Society for the Promotion of Vocational Education.

When Mr. Gaffney assumed his duties as educational director of the Central Pennsylvania Typothetæ, on January 5, his efforts were first directed to the organization of classes throughout the district for the purpose of making a study of estimating. The interest shown in these classes as well as the attendance has been gratifying. He has about seventy students enrolled in classes in six different cities. As far as known this is one of the largest, if not the largest, estimating class in the United States at the present time. Many interesting and instructive talks have been given by representatives from the allied trades on the following subjects: photo-engraving, process-color work, electrotyping, paper-making, bookbinding, and ruling.

All mankind is divided into three classes: those that are immovable, those that are movable, and those that move.—*Arabian Proverb.*

* * * *

A good example is contagious.
May we have more of the same.

* * * *

Did you see the Aurora Borealis last night?

No. Why?

Oh! How she was lit up.



Editorials

GET-TOGETHERS

By AARO OTTOSON

Discussion groups seem to form very rapidly among the men of the teaching profession. On the steps, or around the tennis courts men group together discussing some of the many interesting problems of life and school. Some of opinions and experiences heard so informally expressed are not found in textbooks, although often very valuable.

The value of these groups should not be under estimated. To the man in the profession they offer much aid. It seems so easy to give advice, express an opinion, or tell of a pet problem in such a group as compared to a class. One never hesitates to give one's experience, which may be the solution of the other's problem. To the Normalite, who has not gone into the actual work, such discussions give actual glimpses of what is being done in the field, what some of the problems there are, and the viewpoints of the men with whom they will associate within the near future. Very often a problem started by such a group will be later aired out in class. Evidently these assemblies or get-togethers possess a special value and should be encouraged.

If the problem is how to encourage them, it is easily solved. When one considers the places, where such groups meet, one wonders they accomplish as much as they do. At the present time they are in everyone's way, while they themselves are far from comfortable. But where can they go? This points out the eminent need of a place where men can meet during their spare time, not only during the summer school, but also during the regular school-year.

It is only necessary to mention the successful get-togethers held by the girls during the past school-year, and the excellent work done by the Gavelleers, in offering proof of what will be possible, in addition to the value the men now get from association with one another, if a room is provided for the men to assemble in during spare time. When there is such evident need of this room, the faculty and student body should co-operate in an attempt to fill it.

The only group of people in civilization which is really happy—persons whose necessary daily work is inseparable from their greatest pleasure.—

William Morris.

Literary



WHO SHALL TEACH

By IRENE C. MASON

It is no longer a question of how our children will be educated, but rather whom shall we choose to be the educators?

There is the feeling abroad that teaching is a good paying job. Most people must earn a living by some means; why not teach? The hours are short only five days a week and about forty weeks during the year. Altogether these conditions seem favorable and as some may express it "Teaching is a cinch."

Such is the attitude of too many people in our normal schools today. They are receiving an education at the expense of the state, not because they are anxious to serve the public, but for the sole reason that teaching pays well.

The question arises: Are we not to consider the pay of any importance? Yes, most certainly. However do not confine yourself to this phase alone.

Is every one wise in choosing the teaching profession? Many there are who would abhor the idea of spending days in a classroom.

For these there are other openings in which their wishes may realized.

It is not reasonable to suppose that

people with ordinary intelligence, will enter on a life work which holds a special interest for them? Therefore a teacher, or an aspirant to the profession, should be desirous of teaching, for the sake of teaching, not simply for the sake of earning a livelihood. She should be willing to render service to America in cultivating the minds of the coming generation

Is not a parent justified in demanding these qualifications of the teacher who is to have the schooling of his child? It is an injustice to the child himself to place him under one who lacks an interest in this work.

Often a pupil will do things simply to please his teacher. A child is quick to note any disinterestedness on her part; when such is the case it is very probable that he will lose interest and ambition. What a fearful crime this teacher is guilty of!

A very grave problem confronts those whose duty it is to select suitable teachers. Such a weighty issue demands much serious thought and consideration. Cannot we, who are on the verge of entering this field of noble work assist these people in their task? By realizing all that our profession holds dear to us we may do our shares, however small, in serving the public interests of our America.

THE TEACHING PROFESSION

By HAZEL BURNS

The profession we have chosen for our life work is indeed a difficult one. It is a profession that is without immediate results.

The idea which is prevalent today among the aspirants to the teaching profession is that each day in the classroom shall be spent in daily imparting and instilling in the minds of the children the knowledge for which they are apparently not striving.

The teacher's daily task does not end here, for a teacher must take a deeper, a broader, interest in the lives which are placed under her guidance.

We find too many children today looking upon the schoolroom as the mill hand looks upon the factory as a place of imprisonment where they shall struggle through their daily tasks. School time should be May-time for every child, and it is our duty, as teachers to make each school day resplendent in the memory of every child and each coming day a jewel to be jealously prized.

We, as teachers, shall be to our children beautiful examples of truth and all that is good, in whose footsteps they shall strive to follow closely and bloom as upright, helpful citizens of the nation.

If our ideals are such, rich indeed will be our harvest when our life task is complete.

* * * *

Brain power counts for more than horse power in printing.

A DEFENSE OF DAY-DREAMING

By SYBELL LAWRENCE

Day-dreaming hurts no one, never has hurt anyone, never will. Day-dreaming helps the world around.

Take anyone with an idle moment, muscular action is at a temporary standstill, mind is still resourceful and ready for work; external, everyday noises, and worries fade to the background, and our setting for a perfect day-dream is made ready. What condition could be more ideal for the formation of lofty purposes?

Let us now suppose that a little child of Genoa is our day-dreamer. He is tired of play. He has been hearing stories of travel and adventure, discussions pro and con of the shape of our world, and hopes, and ideas of many sailors of a new route to India. His mind is eagerly going from one tale to another as he gazes thoughtfully seaward. He thinks and dreams of finding a new way for travel. This dream becomes more insistent, develops into a purpose and an ambition, grows into a more determined purpose with the passing years, until through hardship and danger, the dream of the once youthful day-dreamer becomes a reality with something given to the world three-fold in value; a Columbus, a new waterway, and a new country. Could our world have gone so far ahead in the same number of years without Columbus? And would Columbus have been so early inspired without his day-dreams?

In another instance, let us come a

bit nearer to our own history of the present, and think of that thrifty youth in Philadelphia, who desired to give every possible help to his country. How did he come to acquire such high and noble ideas in regard to his country's welfare? How did he finally capture the secret of harnessing lightning for the use of man? Did he do it by continually working in a humdrum way toward the goal? He worked—yes, but, he occasionally sauntered along, head up, eyes slightly raised and head figuratively in the clouds of day-dreaming. Where would we be now without these dreams of Franklin as he walked blithely along?

If the lives of many great men were compared, it would be found that day-dreams inspired them to many of their noble deeds. Day-dreams are glimpses of a shining summit, a summit which seems practically unreachable when we stand in the shadows of the present at the base, but if we see our summit often as our great men must have done, in a score of days, months, or years through the medium of our day-dreams, and, if we keep striving towards it, our distant heights someday should be only one step away.

Take the little "newsie" at the street corner, what does he think of during business hours and what helps him to keep busy? Competition, of course, but don't you suppose that he really has day-dreams and visions of saving enough pennies to get a big automobile like the Major's or to buy a furcoat like the

one worn by his favorite "cop" when off duty?

So if the lives of our great men have been influenced by day-dreams with beneficial results to our country, and if our little "newsie" indulges to his own benefit frequently, does it not seem more than probable that all the thousands of people scattered between these two extremes are also revelling more often than not in the gentle art of dreaming by day. Gentle reader, does it appear that day-dreaming needs any defense?

THE LIBRARY

By GERTRUDE L. MCCORMACK.

"A study period! — Now for fun!
Into the library we shall run.
We shall talk and laugh and sing
"Until the bells for next class rings.

The library — a model study room, a place of quiet and solitude, a welcome for all information seekers, a closed door for those who would seek to misuse it,— this is what our library means.

How often we come, "weary and foot sore," from a tiresome class to wander into the library and there find relief from the monotonous lull of the teacher's voice.

It is there in our own school library that we may lose ourselves from the daily humdrum of school life — to become absorbed in one of the latest stories of fiction, which brings us into the land of promise and romance, and alas! to be aroused by the sound of a bell.

This indeed is our library.

Socials

On the night of July 10, a very enjoyable dancing party and social was held in Normal Hall. About seventy-five couples attended the affair and all had a very good time. Music was furnished by Leo Hannon's three-piece orchestra and they played with a whole lot of pep. The committee on arrangements consisted of Mr. Anthony and Mr. Stratton of the faculty; Mr. O'Connell, Mr. Wheeler, and Mr. Ballou of the student body.

Some of the puzzling things in this event were;

What B. T. U. stands for?

Why the vacant stare in "Doc" Leslie's eyes?

Where did the last of the punch go?

A very enjoyable party was held Thursday, July 12, when the students were taken to Whalom in a special car leaving school at 7:30.

The officials at the park were very considerate and gave us a part of the large dance hall where we could enjoy ourselves secluded from the rest of the dancers. About 100 couple attended the dance and all left with the satisfaction of having a good time.

The social committee of which Mr. Anthony was chairman, had charge of the arrangements; music was furnished by Burton's ten-piece orchestra from Haverhill.

The third of a series of dances that are being held for Normal School summer students was held on Thursday night, July 19. About sixty couples attended the dance and the result was that the best time of the season was enjoyed. Leo Hannon's Orchestra was at its best, and everyone was well satisfied with the music.

At 10 o'clock a fifteen-minute intermission during which time everyone was served with delicious orange frappaes; punch was served during the entire evening. The refreshment committee consisted of Mr. Ballou, Chairman; Mr. Blake, Mr. Nelson, and Mr. Leslie.

The social committee had charge of the dance.

Vocational and normal students fight to a draw while men have slight lead over girls in track meet and general good time Wednesday, July 18.

The track meet under the auspices of Miss Lawler and Mr. Schulte was run off in very smooth order with very keen competition and good sportsmanship.

THE SCORES

Vocational 20, Normal 20, men 8, girls 5.

RESULT OF EVENTS

Chariot race for girls won by normal.

Chariot race for men won by normal.

Cracker-race for girls won by vocational.
 Cracker-race for men won by normal.
 Cracker-race, mixed, first and second won by men.

Obstacle race won by girls.
 Doughnut race won by Miss Keyes of normal.

Running broad grin won by Miss Gerard of vocational.

Basket-ball, zigzag pass, won by vocational.

Tug of war won by vocational.

The audience then adjourned to the front of normal building where activities were resumed under the direction of Mr. Anthony. Miss Keefe played the piano and for the next hour songs, both old and new, were sung by the students. Many of the popular songs of the world war such as a "Long Long Trail," "Till We Meet Again" "I'm Forever Blowing Bubbles" were sung with a lot of enthusiasm.

After the singing ice cream cones were served by the refreshment committee headed by Mr. Ballou and assisted by Mr. Blake, Mr. Nelson, and Mr. Leslie. After refreshments was served dancing was enjoyed on the lawn and walks.

WOOD SHOP NEWS

KILPATRICK

"Charlie" is one of the service men taking the Practical Arts Course. There is no getting away from it, but "Charlie" is "there" in several different ways, particularly as a "fixer". Any student desiring to be "put in strong" with any particular girl, consult Charlie. The Normal School is very fortunate that "Charlie" is to be with them during the coming year.

WILLIAM SHEA

Holyoke sends to us the inimitable "Bill" Shea, a man much given to scholastic pursuits and yet without a peer as a humorist when levity is the order of the day.

A remarkably unique distinction is claimed for "Bill" by his confreres, who with himself are called "The Four Horsemen of the Apocalypse". The other members of the quartet are Murphy and Henry Shea of Fall River, and Walsh of Boston. They declare, and they defy contradiction, that he is the only extant being who clings to the tenets of the peripatetic school of philosophers which was founded and flourished in ancient Greece. These lovers of wisdom did their musing as they promenaded in groups about the streets of Athens. Peripatetic itself means "those who walk about".

Bill, of necessity, must wander alone; and this he does promiscuously and at times which seem to some people, ill-suited for the purpose. It is said that he has a peculiar penchant for night walking. However, that may be, there are those who have seen him mumbling to himself on these occasions and they ascribe it to his philosophic bent, saying that he discourses with himself, thus, on the meaning of life and being in general. Yet, we are prone to doubt this, having it on good authority that he talks to himself because "he has money in the bank."

(Continued on page 14)

Pep, applied properly, is productive; but pep without purpose is piffle.

Around THE School

The friends of Marion Keyes would be glad to know why Miss Keyes does her library work in the early afternoon. It is surmised that she is not looking for books to improve her knowledge on academic subjects.

* * * *

Miss McCarty — (very sincerely in bidding farewell to friends) Do write to us often! You don't know how much mail means to us!

Mrs. Rogers — who has known girls before — Yes! both kinds.

* * * *

FAVORITE SONGS OF FAMOUS PEOPLE

Miss Dunn — How I wish those girls would sleep.

Margaret Broderick — Oh! How I hate to go to bed.

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## BLUE-PRINTING

"Let the sun remain behind the clouds." That's the sentiment of Mr. McLean and the students in the mechanical drawing department. Mr. McLean has long realized the inadequacy of our blue-printing equipment and because of his untiring efforts we have recently added a cylindrical electric printing machine to our department. No longer do we

have to depend on "Old Sol" and a solar printing frame for our blue prints.

Our new machine has many advantages over the old method, which has been in vogue for years in our department, whereby all our blue prints were made, in a printing frame, by the direct rays of the sun. This method was slow, tedious, and very undependable, to the present up-to-date efficient machine we now have.

All are cordially invited to visit our department and see this machine in operation.

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Brady — "Allow me expression of brush."

"Dewey" is a firm believer in, "Self control as the corner-stone of Democracy." and always conducts himself in a quiet manner. He sure can wield a wicked pencil, pen, or brush when we need an attractive poster made up. We hear he left his heart in New Bedford. How about it, "Dewey."

* * * *

Jimmie "Red" Henderson and Gus Larson have been building an Italian Garden for Mr. Anthony — Jim and Gus are the Italians.

PRINT SHOP NOTES



Brown—"Nothing is given so willingly as advice."

"Brownie," who is a pattern-maker by trade, and a graduate of Worcester Trade School has patterned a new suit for the summer months which is all silk except the buttons. We think he got it from Sears-Roebuck Co.

"Brownie" was duly installed as ice man for the print shop this summer.

* * * *

Fenton—"Improve your time and your time will improve you."

Henry is to graduate from the Practical Arts Department this summer. He already has a position, in the Leominster Junior and Senior High School, as instructor in printing and mechanical drawing. Continuation work this summer has somewhat unnerved Henry. He says that he learns something new every day in the academic classes. Knowing him as we do, we can hardly believe this.

* * * *

Belisle—"Empty wagons make the most noise."

It is generally known throughout the print shop that "Phil" is to start

a correspondence course in printing. It is said he intends to give ten lessons for five dollars, but wants it thoroughly understood the first two are free.

* * * *

Dykeman—"Women are the refiners of men."

Miss Dykeman is the first woman to actually take the course in printing at the Normal School. She is to teach printing in Winchendon, next year. The course has just been started and we all wish her the best of success in her new enterprise

* * * *

Matte—"The best reward of a kindly deed is the knowledge of having done it."

"Chick" is also a graduate from the Worcester Trade School having learned the machinist trade. He has undertaken a printing project in the shape of a calendar. His reproduction of the Practical Arts Building in halftone gives an excellent idea of an optical illusion in the form of a terrible snow storm.

* * * *

Wheeler—"A word before is worth two behind."

"Cliff" will graduate this summer from the Practical Arts Department and then take up his duties as instructor in printing and mechanical drawing in the Norwood Junior and Senior High School "Cliff" has transferred shops this summer in order to specialize in printing. We wonder why "Cliff" has been keeping such a good weather eye on the Post Office?

He says that his favorite cigar is a "Peter Schuyler." How about that "Cliff"?

Ottoson—"A good conscience makes a joyful countenance."

"Aaro" graduated from the Practical Arts Department this past year, and has accepted a position as instructor in woodworking in the Junior High School at Watertown. Aaro hails from the ranch and as he disliked the idea of putting in next season's hay crop, he decided to take the summer course and specialize in printing.

* * * *

Stafford—"One hour's sleep before midnight is worth three, after."

"Duke" graduated from the Practical Arts Department last June and accepted his appointment as instructor in printing and woodworking at the Nishuane Junior High School which is located in Montclair, New Jersey. Our advice now is to look out for the "Jersey skeeters" for they say that they are wild. At present, "Duke" is here for the summer to specialize in printing.

* * * *

Stavaski—"He'll seldom need aid,
Who has a good trade."

"Tony" was graduated from the P.A. Department in the class of 1922 and immediately accepted a position in the Greenfield Junior and Senior High Schools as instructor in printing. He has returned for the summer course to specialize in advanced printing and linotype operating.

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Sheehan—"What's a table richly spread
Without a woman at its head."

"Tim" is the boy who fears no noise. He certainly has a very critical eye and can spot a typographical error

instantly. It's too bad that "Tim" couldn't have trained his eye for the past baseball season and made a name for himself as the "Babe" Ruth of the Normal School.

* * * *

Willard—"When about to put your words
in ink,

'Twill do no harm to stop and think."

"Owen" is the boy from Leominster. He is noted for his keen delight in charming snakes. Also noted for his elaborate use of Webster's Dictionary during his interesting talks in oral expression. Owen graduates in February. More power to you old man.

* * * *

Malloy—"Every scrap of a wise man's time
is worth saving."

Freddie has been substituting in the East High School in Akron, Ohio, as instructor in printing. He is now back East once more and has entered the print shop for the summer. We wonder how his day-dreams will come out. When caught gazing into the heavens he informed us that he was wondering of what the clouds were composed. At present we all are holding our breath with excitement for his new lesson booklet, "Learn Printing in Five Hours."

* * * *

Gilligan—"Kind words gladden many a
heart."

"Joe," to all appearances, reminds us of a hustling editor getting out a daily paper. Each day he is seen interviewing this one and that one for news. We all hand it to "Joe," however, in putting out this paper, as it reflects much credit on his ability as a printer.

Fryer—"Too many undertakings are like pumpkins in water; some bob up while you bob the others down."

"Jim" hails from Worcester, for on any Friday night you will see the rest of the Worcesterites looking for Jim and his Oriental Buckboard. We'll all agree that it is some classy little "Jitney Bus." Just lately "Jim" painted his Ford. It looks like a circus wagon.

* * * *

Kielty—"Knowledge planted in youth giveth shade in old age."

"Jim's" trade is "tin-knocking" and he is thoroughly interested in it; so much so that he could not get away from the noise, so joined us in the print shop for the summer. We wonder why "Jim" dislikes going to 11:45 assembly. We do not blame him a bit as it is a long way home, but he certainly is clever for alibis.

* * * *

Mank—"The unspoken word never does harm."

"Stan" is one of the recent additions to the printshop, who is here for the summer term. He is a recent graduate of Wentworth Institute; for the past two years he has been engaged as instructor in woodworking at the new Junior High School in Framingham. He is noted for his quiet manner and his professional attitude.

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## WOOD SHOP NEWS

(Continued from page 10)

DUNBAR DAVIS

"Dun" is the Northfield delegate to our summer session; "Dun" has not decided where to take up his duties this coming year but is seriously

considering a very tempting offer from Somerville. Wish you luck, "Dun," old kid

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CARL GAHAN

"Carl" comes to us from Andover Mass. where he dispenses his professional knowledge in the Andover Continuation. We can not seem to find out very much about "Carl" before he came here, but we feel sure that the school board in Andover would be very reluctant to part with his services.

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PAUL SULLIVAN

"Ski" is now included among the Clinton graduates of our Practical Arts Department. Upon completion of the summer course he is to leave for Pittsburg, Pennsylvania where he is to assume duties as instructor in industrial arts. "Ski" has been noted for his industry outside of school in the matter of entertaining schoolmates at a moderate charge.

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J. MURPHY

"Sleepy" J. Murphy is the Rip Van Winkle of New England when it come to sleep. He turns in about eight every night and requires a corps of huskies to arouse him at 7:30 every morning.

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WHALOM LAKE

"Do I bore you"? the mosquito politely asked as he sank a half-inch shaft into Anderson's leg.

"Not at all" replied Andy, squashing him with his hand. "How do I strike you?"

NORMAL GOSSIP, 1933

O'Connell, Truant Officer at Chicopee.
 Brady, Instructor at Blank Art School.
 Leslie, President Shoe-shiners' College.
 Gilligan, Editor Worcester Telegram.
 Matte, Calendars for Every Year.
 Landin, Instructor Hall's School for Barbers.
 Fryer, Fryer's School for Jitney Drivers.
 Heikkila, Nicotine University.
 Willard, Author of Educational Stories.
 Killelea, Assistant to Dean, F.N.S.
 McLean, Superintendent Sunday School.
 Boylston, Draft Clerk, Gardner National Bank.
 Gilbert, Director Fitchburg Sympathetic Orchestra.
 Kieley, Principal Cleghorn High School.
 Burns, Coach F. N. S.
 Ottoson, Educational Agent Indian Reservation.
 Fitzgerald, Hair Dressing by Mail.
 Ballou, Fitchburg Business College, President.
 Lindberg, Finds "fourth dimension."
 Wagner, Professor of Modern Dancing.
 Sheehan, Superintendent at Cleghorn.
 Weston, Coach at Dumb-bell College.
 Crang, Director Worcester Trade.
 Nelson, Butter Mechanics School.
 Brown, Dress-Pattern Making.
 Euvrard, Founder of Dumb-bell College, North Adams.
 Loftus, Sales Director for Belisle.
 Blake, Instructor of Cross-Country Team I. C. S.
 Stafford, Editor Non-industrious Arts Magazine.
 Gregory, Professor Bugology and Gardening.
 Dupre, Grafton College of Tennis.
 Hobbs, Instructor Metal Dentistry at Tufts Dental School.
 Burgess, Chair of Politics, F.N.S.
 Lynch, Educational Book Agent.
 Young, Circulation Editor, Industrial Arts
 Burke, Director of Woodwork in Ireland.
 Wheeler, Designer of Jigs, F, N. S.
 Fenton, Instructor of Drumming, Whalom Institute.
 Henderson, Henderson's Bakers College.

Anderson, Author of "Head Higher Than The Mob".

Sullivan, Sullivan's Assignment Sheets.

Conry, Office Boy F. N. S.

Kilpatrick, Brigadier General in Militia.

Larson, Just married.

Belisle, Printing in 10 lessons, only \$5.00.

Hall, Home-Builder.

WORDS OF WISDOM

To be a member of society.—Mr. Parkinson.

I may never say it that way again.—Mr. Anthony.

We are like other people, but different.—Mr. Kirkpatrick.

When I came to this school.—Mr. Smith.

The chalk says.—Miss Doland.

I think you did just fine.—Miss Williams.

If there is.—Miss Hassell.

Is the class ready?—Miss McCarty
 When I was supervisor out in Pittsburg.—Mr. Randall.

So you see.—Mr. Clancy.

Everybody must.—Miss Lawler.

You P. A. men.—Mr. Harrington.

Thank you.—Miss Conlon.

The Art.—Miss Lamprey.

So won't you just please.—Miss Barr.

The class will come to attention.—Mr. Akeley.

Yes, I think so.—Mr. Livermore.

Cut out the horse play.—Mr. McLean.

Draw it out first.—Mr. Morrell.

A law that is observed doesn't have to be enforced.

Jokes

A. Hanniñ — Always stop after a comma for a rest, and nowhere else

* * * *

Do you support your school paper
No sir, it has a staff.

* * * *

Ballou to Blake — Its a waste of good material for two fellows to hold hands.

* * * *

She — I hate to think of growing old.

Harold — You might be young always.

* * * *

He — Don't you think these life-savers thrilling?

She (absently) — Yes, they often take my breath away.

* * * *

She — Paul told me a hunting story last night.

He — Was it interesting?

She — Why yes, he held his audience all the time.

* * * *

Professor — Does any question embarass you?

Bright student — Not at all; the questions are quite clear. It is the answers that bother me.

* * * *

Son (leaving for F.N.S.) — Mother dear I'll write to you every day while I'm gone.

Mother — Goodness! You won't need money that often will you?

Crang to waiter — Bring me an order of typographical error.

Waiter on return from kitchen —
The cook says there isn't any today.

Crang — You have one on the menu.

* * * *

Twenty-seven sufferers posed at the Gardner Artist Studio.

Photographer — Already!

Young — One moment sir. Pull in your ears Freddy — your head looks like a loving-cup.

* * * *

Miss Doland — Where is Miss Brown today?

Student — She is sick.

Miss Doland — Has she an under-study?

Student — No, she has a cold.

* * * *

Little girl (at the show) — Mama, when are Indians coming on?

Mother — Hush! There are no Indians.

Little girl — Then, who scalped all the men in the front seats.

* * * *

HEARD IN KENDALL'S

Young — I want to buy a make-up box.

Clerk — I'm sorry, but we do not keep theatrical supplies.

Young — Oh, I mean a box of chocolates to send home.



"State Norma-lite"
going to press.